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Recommended Citation

Dennis, Melissa, "The Clicker Project: Pros and Cons of Active Learning Techniques in the Library Classroom" (2009). *Georgia International Conference on Information Literacy*. 14.
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The Clicker Project: Pros & Cons of Active Learning Techniques in the Library Classroom

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Background

- 20 clickers and software given to the library in a grant
- Picked EDLD101 (Academic Skills for College) as guinea pig class, as several sections come to the library each semester

Minor setbacks...



PRESIDENTIAL DEBATE
THE UNIVERSITY OF MISSISSIPPI
SEPTEMBER 26, 2008

Elijah Daniel Dennis. Born 8:24 am,
October 1, 2008. 9 lbs, 14 ozs. 21 ½" long!

Our Group

- Rebecca M. Murphey (Reference Librarian who got the grant)
- Amy E. Mark (Instruction Coordinator)
- Kristin Rogers (Staff member who got her MLIS)
- Me (the new Outreach Reference Librarian)

Our Goals...

#1 Find out if clicker technology was an effective active learning tool for a one-shot library session, and

#2 Collaborate with faculty to instill academic competence into at-risk students by integrating information literacy skills into their curriculum.

Questions to consider...

1. What would be good basic skills to learn in a 50 minute class (or 1 hr. 15 min. class for T/TH groups)?
2. What could we show them that they would not be getting from the ENGL101 or other basic library sessions that they could have had last semester or this semester?
3. What kind of quick & easy, yet also stimulating, assignment could we give them during class time?

What we did...

- Created the clicker questions to relate to information literacy standards
- Integrated clicker questions during the library session to engage students in the learning process
- After brief scans of some literature on clickers, we decided to just jump in and go with it.

Results

- Seven of the eight EDLD101 classes came in for a clicker library session. There were 105 students overall.
- Simply as a matter of participation, 77% of the students overall responded to at least 9 of the 10 clicker questions.

Assessment Results

Criterion for success: at least 75% of students will correctly answer 75% of the questions.

Actual: at least 75% of students correctly answered only 70% of the questions.

Assessment Data Report

Assessment Method Category: Student Learning Assessment Tool

Criterion: The criterion for success is met if at least 75% of students correctly answer 75% of the questions.

09/11/2009 - At least 75% of students correctly answered only 70% of the questions. For a detailed break down, see the attached document.

Result Type: Criteria Not Met

Result Status: Improvement Actions Completely Implemented

Related Documents: Clicker response information

09/11/2009 - Based on the experience of these classes in the Spring Semester, the library instruction sessions for EDHE 105 have been rewritten and reconstructed in order to better provide the students with the skills they need to effectively use the library during their time at the University of Mississippi.

Instructor Feedback

“The information was valuable however the students didn't have a research project so they were kind of bored, I don't know what could have been done to improve it though.”

“The instruction on using the library's webpage for research was helpful. Many of my students had no idea any of that existed & later admitted it helped them very much in their other courses.”

What went wrong?

Too many clicker questions & options

Why? Too many questions...not enough time to reflect; just because clickers can do a lot of cool things, don't feel like you have to do it all in one session!

What else went wrong?

The Assignment

Why? The wording was confusing to students...Not enough time to finish in class...we did not receive feedback from instructors about how this was used for a grade...



And we had to change this...

Testing Student Learning

Why? In the first semester, we had students to answer based on what we asked them in class.

This semester, we gave pre/post tests via Blackboard to better understand student learning.

For more information...

- This presentation is on EagleSpace
- Email me: mdennis@olemiss.edu for specific report data or to answer other questions

Thank you for your attention!